BIOGRAPHICAL SUMMARY: Hubert V. Everly

Hubert V. Everly, son of Hubert and Nest Everly, was born March 27, 1915 in Los Angeles, California. About a year and a half later, the family moved to La Jolla. Following his parents' divorce, Everly spent his childhood in the care of his mother and grandparents. He attended public school and a private military academy.

He came to Hawai'i in summer, 1933, to study volcanology. Encouraged by Dr. Benjamin Wist, Everly entered the University of Hawai'i Teachers College, where he received his B.Ed. and M.Ed. He continued his studies at Ohio State University where he earned a Ph.D. in 1946.

He was a teacher and vice principal in island schools from 1937 to 1941; the principal at University High School, 1946-1950; director of secondary education at the University of Hawai'i, 1950-1955; and department chair in the UH Teachers College, 1955 to 1956. In 1956 Everly was named dean of the Teachers College, which became the College of Education and was reorganized into separate departments in 1959. He retired as dean in 1980.

Everly was elected to the board of the Hawai'i State Employees Retirement System for four six-year terms. He is actively involved with the Hawai'i Education Association and various retiree organizations.

Tape Nos. 17-29-1-89 and 17-30-1-89

ORAL HISTORY INTERVIEW

with

Hubert Everly (HE)

October 31, 1989

Honolulu, O'ahu

BY: Daniel W. Tuttle, Jr. (DT) and Michi Kodama-Nishimoto (MK)

Joy Chong: The following is an interview with Hubert Everly. Interviewers are Dan Tuttle and Michiko Kodama-Nishimoto. The interview took place on October 31, 1989 at the HEA, Hawai'i Education Association offices in Honolulu.

MK: This is videotape number one with Dr. Hubert Everly at the HEA office. Okay. Maybe we can start today's interview by having you tell us about your background, when and where you were born, who your parents were, and what they did.

HE: I was born [March 27, 1915] in [Los Angeles,] California, unfortunately not Hawai'i, since I had no choice about that, but I came to Hawai'i when I was eighteen, just out of high school. You had, at that time, a [University of Hawai'i] summer session on the volcano, and they were teaching volcanology courses. I was interested in becoming a national park ranger, and I was especially interested in volcanos, so I came to Hawai'i for that purpose. And the first course I took was volcanology from Dr. Jagger, Thomas Jagger.

However, at that same summer session, there was a man by the name of Benjamin Wist who was also offering courses in that summer session in the preparation of teachers. And during the summer, I got acquainted with him and his daughter [Zoe Wist]. And he persuaded me that there was only one volcanology job available, and Dr. Jagger had it, so I'd better think about being a teacher. And so I entered the teacher's college in 1933. The teacher's college had just been merged with the university. It was previously the territorial normal school. And Ben Wist, who was president of the normal school had become dean of the teacher's college. And that's how I got started in Hawai'i, and I've never left. That was '33 to '89, that's fifty-odd years.

MK: You know, while you were growing up in California, what schools did you attend?

HE: I attended schools in San Diego. I was raised in La Jolla, near San Diego. And I really had no thought of going into education. As a matter of fact, I'm the first person in my family ever to receive a college degree, so there is no history of education in my background.

MK: And what kind of work were your parents doing?

HE: I was from a broken home, my father was a—whom I never met—was an optometrist. My

mother was a schoolteacher.

MK: And once you came to Hawai'i and you got your B.Ed. [bachelor of education] from the University of Hawai'i, what did you do?

HE: Well, what Ben Wist didn't tell me at that time was there were no jobs for teachers either, as well as volcanologists. (Chuckles) And so I spent the first year after graduation, being a daily substitute teacher. So I've taught at all levels during that first year, until I finally got a job in Honoka'a High School in 1938.

DT: You substituted in Honolulu?

HE: On the Big Island.

DT: Oh, substituted on the Big Island, then you had a permanent position.

HE: By that time, I'd gotten married to Ben Wist's daughter [Zoe], and she was a librarian at Honoka'a. I had taught also in Kona Waena during the coffee schedules, summers there. So I was living with her and substituting up and down the Hāmākua Coast during that first year while I waited to get placed.

MK: What were the communities like on that Hāmākua Coast back in those 1930s?

HE: They were completely dominated by the sugar plantations. And the sugar plantations, in turn, dominated by the Big Five. So that education in Honoka'a, as I remember it, was considered as sort of a waste of money and annoyance beyond the elementary level. The feeling at that time was, there were very few opportunities for people who were educated, their best hope for employment lay in the sugar plantations, where there a very low level of ability, as far as education was concerned, prevailed. And so, I can recall being lectured by the plantation manager in Honoka'a as to what a waste of resources for us to open that school, but one main reason they'd opened it was, if they didn't, people would somehow work their way into Hilo, where there was a high school, and so it was as much to keep the labor in the upper end of the Hāmākua Coast there by having a school, as well as having a desire to be educated. I found this very offensive and changed my outlook on education and on the social fabric of Hawai'i. So I'm very glad I happened to be at Honoka'a and experienced, firsthand, what it was like during those days.

DT: You had some interesting students, didn't you?

HE: Yes.

DT: That period?

HE: Kiyoshi Doi was one of them, known as Nelson Doi [later a legislator, lieutenant governor, and judge], was a (DT chuckles) student of mine out there. He was student body president, and I was student body advisor. And Sumio Nakashima, who was a legislator and now an attorney in Kona, was also there, then. And many others. The Kuwaye brothers, who are now big contractors in Hilo got their start in Honoka'a. And there are a number of people who never left Honoka'a, who are now millionaires because of the valuable land they have sat on

all these years, the Andrade family, for example. So it's very encouraging to go back and see how well all of your people really have done, those who stayed, and those who left.

But I must say our aim, at that time, was to educate so they could leave. The prevailing attitude at that time was that this is where they're going to live, why do they need all this education, let's prepare them for work on the plantation, which is their only hope in life. Our attitude was, this is not the only part of Hawai'i or the world, for that matter, for these people to go to, and they need to be educated so they're free to go anywhere. And that's the message we taught, and I think we were right, and I think of course, the plantation people [i.e., plantation management] were right, too. If they wanted to preserve their way of life and their idea of an economic order, why, yes, keeping people uneducated was a proper approach.

MK: And what was the attitude of the students at Honoka'a . . .

HE: Some of them were anxious to learn and get out, others had given up. I can recall talking to young people who said, "Oh, why should I study, I'm not going to do anything but *hō hana* anyway." Others like [Nelson] Kiyoshi Doi and Keichiro Yamato and others said, "Well, that's right, we don't have to stay in Honoka'a." And we made an effort at that time to let the students in Honoka'a High see how competitive they can be. In these days, it took you all day to get to Hilo and back. It was, you know, going to Hilo was the big city, it's like going to Honolulu now. And so we tried our best to compete with Hilo in athletics, in oratory, in essays, any way we could compete with Hilo. If we could beat them, then we could say, "See, see, you can beat Hilo." And then we'd bring them to Honolulu, and enter the same kinds of contests, and say, "See, see, you can beat Honolulu. You can go anywhere in the world, as long as you're educated and competent." And I think that worked. And I think they believed this. And they did believe, many of them, and were successful.

MK: And how did their parents feel towards this type of teaching?

HE: I can't say. I don't know.

MK: Were they very active in the PTA [Parent-Teacher Association]?

HE: No.

MK: Okay.

HE: There was no functioning PTA, really.

DT: What were you teaching at that time? You mentioned being sort of an advisor to students—incidentally, Nelson Doi still remembers you . . .

HE: Does he?

DT: . . . sort of encouraging him on, saying he had great intestinal fortitude to speak up the way he did even back in those days. (Chuckles)

HE: Yeah, well, he was good. You can see he was going to amount to something. What was the question?

DT: Were you teaching civics or anything related to politics?

HE: This was a small school, so I had seven periods, and I taught seven different subjects, included landscaping, which turned out to be picking up newspapers, papers off the grounds at the end of the day. I taught Spanish, and I'd never taken Spanish before, so I tried to keep a little ahead of them. The small schools in those [days] were not—they didn't have the kinds of facilities or staff that you have now, and they didn't have the kinds of regulations that you have now. So, it was, you had to kind of do everything. We gave—we organized school plays and schools carnivals, and athletic events. Poor Honoka'a didn't have a school name, didn't have school colors, didn't have any after school activities. It was just kind of possible now to go back and see that they're still using the same fight songs that we wrote back then in the [19]30s, well, they're still using today. That was a wonderful opportunity to do something, you know, to get into a school that was just starting and get it moving.

DT: Do you have any recollection of the politics in those days, too, along with the education or not?

HE: The only thing that I got involved with in those days was because of this feeling of repression toward education that I felt. I got me into the educational union very early. At that time, the Hilo Teachers Union [HTU] was active on the Big Island, particularly in Hilo, of course. It was however a subsidiary of this Hawai'i Education Association [HEA] that we're—building we're sitting in now. But I first got started as a HTU member. And politics, at that time, this is now in the [19]30s, was completely controlled by the Republicans, and they in turn controlled by the Big Five interests, so that everything that we decided about education, to some extent, was a subject of discussion by those who had that type of control. And I don't know if in your research you've come across a survey of schools and industry, but 1931, the legislature funded a survey of schools and industry, and they surveyed all the jobs in the industry, which was mostly agricultural, and found that only 10 percent of those jobs required anything more than an elementary education, and recommended that we restrict the opportunity for public education, and of course, restrict the cost of education at the same time because they felt that—the industrial leaders of that day felt they were paying the most taxes, so they should have the most to say about what the policies were. And they managed to make that stick by controlling the legislature so firmly.

So we needed teachers to have some kind of organization, so collectively, they had something to say about something. Because many of the administrators of that day, were also under the thumb of people who were in charge of the social fabric of the territory, at that time. So, while we were courageous enough to speak out, our principals and district superintendents were not because, well, to be fair to them, they'd probably lose their jobs. So that's what made us feel that HEA was very important, and I've always kept that same belief. I still go out and teach and am active with it. And still support teacher unions, in fact, public employee unions in general, as a counterbalance to the weight of government power.

DT: It was interesting that they call it a teacher's union.

HE: That's the only time, yeah. Later on, they didn't want to be called unions because it had an adverse reputation because of the development of the ILWU [International Longshoremen's and Warehousemen's Union]. And so they began to call themselves associations. As a matter of fact, they still do, don't they? HSTA [Hawai'i State Teachers Association], and not HSTU.

The NEA [National Education Association], at that time, was trying very hard not to become a union but were finally overwhelmed by the gains of the American Federation of Teachers, which was the AFL-CIO [American Federation of Labor and Congress of Industrial Organizations] union. And so they finally had become more unionized themselves, and that in turn had a bearing on what happened in Hawai'i. If you ever interview Dan Tuttle, why, he can tell you the events that led to the collective bargaining statutes' development here, and the unionization in a true labor union form of the public employee sector.

DT: Was a fellow by the name of [William C.] "Doc" Hill floating around a bit at that time, per chance?

HE: Yeah, Doc Hill was a power. Oh, my God, he was a power, you just couldn't do anything about Doc Hill. But when we were lobbying the legislature, and I'm company head, now, by now, I've been moved, I taught five years on that island, and I was moved over here. And in 1949, I became the president of HEA and helped to lobby, too, at that time. And I can recall approaching Doc Hill, who was head of the ways and means committee, to try to get teachers' salaries, let's say, and a lower pupil-teacher ratio, and that sort of thing. He would call up Downtown in order to get his instructions. And in fact, eventually, I had to go Downtown myself and lobby to those people. He didn't have time to talk to me. I would go, and they would call Doc Hill, say "Okay, we've agreed to this," and then we'd go back and things would move. That's how it was done in those days. So, while I'm very non-political myself, I think I should say this for the record, I do not belong to any party, I never run for public office, but I have always been involved with political forces and figures, in an effort to gain support for the schools, which is my life's work.

DT: Now, wouldn't it be more accurate to say that you were a multi- or bi-political rather than non-political? (Chuckles)

HE: Yeah, I think so. I couldn't have joined the Republicans because they were not favorable to public education, frankly. And despite what they may be today, in that day, they believed in a modicum of education, but only up to the level of literacy. Beyond that was a threat to their own, their own way of life, and they were correct, of course, it was a threat. And the Democrats never asked me, so I just haven't joined, that's all. And it wasn't necessary to, really. I don't think it's necessary to.

DT: What about . . .

HE: Once you have a bi-political issue, why, you can appeal to both parties for it.

DT: What about Tommy Sakakihara in those days?

HE: Well, he had power, of course, in the house, and we had some dealings with him also. And I found . . .

(Siren in background.)

JC: Hold on just a second.

DT: All right, and you come into contact in those days with Tommy Sakakihara . . .

HE: Yeah, of course, he had the same rule in the house that Doc Hill had in the senate and happened to be from the same island [Big Island], so. He was a little easier to deal with because he saw values in education as it related to local people. And well he, I suppose, as a necessity, had to be a Republican. He nonetheless saw the value of education, and what it could do for local people.

MK: Did you also have dealings with Julian Yates, [Sr.]?

HE: Yes, Julian Yates, I knew when I first taught in Kona, as a matter of fact, I had his, one of his children in my classes in 1936, I think it was, in Kona. Yes, he was—and he later became head of the board of supervisors on the Big Island, and so there were a number of issues relating particularly to school housing and school facilities that were a county responsibility. We used to lobby with him at that time. And later, he became a senator, and although he was in the minority party much of that time, we still had a lot of dealings with him. I always thought Julian Yates was a terrific politician and a very realistic person. He didn't offer Kona any more than anyone that has ever been before or since, when he was in power. How'd you happen to know about Julian Yates? Most people never heard of him.

MK: Well, we did a project in Kona . . .

HE: Did you?

MK: . . . about five or six years ago, so we've heard about his name.

HE: Yeah, he was a terrific guy.

JC: (Siren in background.) Could you hold on just for a second, then continue on.

DT: Leave it in for realism, Joy.

(Laughter)

HE: Yeah, I got along well with Julian because, well, first of all, I'd been a teacher of one of his children so he knew me, and knew that I was bona fide, not just a lobbyist, I mean, I was a teacher. And I was here because I believed in what I was doing, and he always tried to help. And I appreciated that.

MK: How receptive was he to your ideas and your lobbying efforts?

HE: Who?

MK: Julian Yates.

HE: Julian Yates. I thought he was friendly, but when you get to the state level, or the territorial level, he wasn't in power to the extent that he was on the Big Island. And I guess you're aware the education is funded primarily out of the legislature, not out of the counties, except for facilities, at that time. We used to lobby him for facilities, because he could do things about getting supplies and better buildings, get your building painted. He's the one, however, that put the teacher rental on teacher's cottages. So we went and lobbied against that. He just

waved us aside. He says, "The trouble is some of your teachers are renting cottages and renting out their own homes, and we can't have that, so you all got to pay rent." (Chuckles)

DT: I want to ask you about a couple more politicians on the Big Island, but we got to change tapes. So we'll be back in a minute.

JC: The following is a continuation of the Hubert Everly interview. This is videotape number two.

DT: This is tape number two with Dr. Hubert Everly. I was just about to ask you before we changed tapes, if you had any contact back in the [19]30s with people [i.e., legislators] such as Bill Nobriga or Tom Okino?

HE: Bill Nobriga more than Tom Okino. Of course, I knew them both well. Bill Nobriga was active in the Hilo Teachers Union when I first got into the union. And he was a teacher, and later a principal, and only later, got into politics. I guess he was a rancher also, later on. But of course, he was very helpful to us because he had an education background, except that he was not a powerhouse in the party, at that time, so he was helpful, but he wasn't, it wasn't the decisive relationship.

DT: And then there was a gentleman of great charm. He must have been starting out in the [19]30s, [James K.] "Jimmie" Kealoha. A Republican de luxe. (Chuckles)

HE: Jimmie Kealoha. Yeah, I saw him, but I really had more to do with Eugene Capellas, who was also on that coast. And he was in the right party [Republican]. And he had been principal for many years at Hakalau, and got into politics. And so he was a fighter and very helpful to us in the legislature in those days.

DT: And didn't Capellas have something to do with HEA also in terms of its founder or . . .

HE: Yes. He was one of the founders of the Hawai'i Education Association in 1922. And his son, his oldest son, Lawrence Capellas, is still active in the Hawai'i Education Association, too. He's now president of the Hawai'i State Retired Teachers Association, which is an important group related to Hawai'i Education Association. I'll say more about that later, if we get into that area.

DT: Well, I'll drop off from the politicians for a moment or two and get back to your career. I think you became a vice-[principal] of a junior high school. Was that on the Big Island or . . .

HE: No, that was over here. I had been on—I had passed the principalship exam, but there were not vacancies at that time, so the vice-principal of Kalākaua Intermediate had a nervous breakdown with problems at Kalākaua, at that time, so I got promoted. The worst decision I ever made in my life, to leave Honoka'a, and come to Kalākaua. (DT chuckles.) Because I spent the next semester spanking kids, which was the only function that vice-principals seemed to have in those days.

And I decided I didn't go to college to spend my life spanking kids, so I took leave from the DPI, that was called, the department of public instruction, and went to Ohio State [University]

to get my doctorate. And it was during that time that war broke out. So I tried to enlist on December 8, [1941], but I had very poor vision, and so I wasn't able to get in at that time. So I went to work in a Columbus, Ohio aircraft plant, making navy dive bombers, and going to school at night, working on my doctorate.

Finally in 1943, my number came up in my Honoka'a draft board, and I was drafted, and so I came back to Hawai'i and was inducted, and spent the next three years in the service. My eyesight kept me out of active combat, fortunately, but I was in the education branch of the army. And then when I finished, I returned to Ohio State, got my doctorate, and returned then, and was employed by the teacher's college to start transforming the laboratory school, which was a nine-grade school, at that time, into a full-fledged high school. I did my doctorate dissertation on that subject, to try to use that as an experimental center for developing curriculum which could be used in the public schools. And that's what it's used for today. Well then, gradually, I became the first principal of University High, and then I got transferred into the college as an instructor and department chairman. And in 1956, I became dean until my retirement in 1980. I think that's some kind of a university record for longevity.

DT: I guess your ties with the university went way back to what was, '33, which was just about Franklin Delano Roosevelt took over as president of the United States. And speaking of presidents, I think you mentioned the other day to me that as you looked over the pictures of the University of Hawai'i presidents, that you had contact with, was it all but one?

HE: All but one. [John W.] Gilmore, I never met, but I've met all the rest, and worked under seven of the nine, beginning with [David L.] Crawford. He was president before the war.

DT: So it ranged from Crawford to—was [Albert] Simone actually in office when you left?

HE: Simone was around, he was around, but he had not become president, yet.

DT: Not become president, yeah.

HE: [Fujio] Matsuda was still president at that time.

DT: Where were you during the war, when Pearl Harbor came, were you here in Honolulu?

HE: No, I was in Ohio working on my doctorate.

DT: I see, yeah. So you really got sort of stuck back on the Mainland?

HE: I was stuck. There was no way to get to Hawai'i, at that time. I was finally able to get back in order to be drafted. They had convoys later on, coming back and forth between Hawai'i and the Mainland. I came on those convoys.

DT: They get you back for that purpose. For any other purpose, they won't let you back for. (Chuckles) Were you an information director of some sort?

HE: No, I was trying to be an infantryman and I was very good at it. I was an excellent shot, but they were puzzled by the fact that I had very—I'm very nearsighted, and they just didn't think

I'd be safe to be put on a battlefield, so I was put into the United States Armed Forces Institute. And that is a division of the public services division of the army, which has armed forces radio, and *Stars and Stripes*. What we did was to pass out correspondence courses to the troops and try to encourage them to improve their education while they were serving in the military. And we served all three branches, actually.

DT: Did that bring [you into] contact with anybody like Buck Buchwach, who came out here in *Stars and Stripes,* and some of the others, or Eddie Sherman, I guess, and . . .

HE: No. Didn't happen to meet any of them.

DT: Even George Chaplin, I think, claims an attachment to *Stars and Stripes* during the war.

HE: No, it started in the basement of Hawai'i Hall, at least where it was located first, and then it moved to the Chinese-language school, down on Vineyard Street. That's where our headquarters were, as was armed forces radio station in the same building.

MK: You know, those correspondence courses that you promoted, were they generally to continue high school education or college education among the . . .

HE: Both. They used International Correspondence School courses for high school, and they used the University of Wisconsin extension division for the college level. Unfortunately, Hawai'i, University of Hawai'i didn't have anything of that sort, at that time. And the centers for USAFI, United States Armed Forces Institute, was at Madison, Wisconsin. And so they'd ship all these books out. I think it was a worthwhile program, but the completion rate was very poor, 10 percent, perhaps. But it was a nice kind of a job, nice and safe. Our instructions were, in case of another attack on Hawai'i, to take shelter and not try to engage in . . .

(Laughter)

MK: Were any Hawai'i boys . . .

HE: Yes.

MK: . . . involved in that program?

HE: Yes, there were—trying to think of the fellow who was in the English department for so many years. He was a member, he was a buck private in that organization, too. We were all enlisted men. I think some of them made sergeant or something, but we're all very low. Yes, there were some local people in there.

DT: I was going to ask you about [Albert] McKinney. Was he—he ended up heading up, I guess, the university's first continuing education.

HE: Well, the man who headed that was Ray Scott. And . . .

DT: Oh, yes.

HE: And Ray Scott was the one who was then put in uniform and ran USAFI, locally. So that probably had something to do with the fact that I was able to get into that branch, rather than to stay with the infantry.

MK: You know, you mentioned that in '46, you became the principal of University High School.

HE: It wasn't a high school, yet. It was only the intermediate school thing. And it was up to me to transform it into a high school, by lobbying support for it, getting materials to run it in the surplus dumps around the island, at that time, like desks and chairs, and we equipped our cafeteria out of the surplus dumps. In fact, those big reefers in that building on campus, if you ever noticed 'em, those came out of the military. They were used to store beer in those days. We used 'em for our cafeteria. Each year, I'd get out and get permission to move up for another year, so it took several years to get the thing established.

But you described, in our informal conversation earlier, the trouble of getting children into that laboratory school, now. The time I went in there, the trouble was getting people to send their children to the school because it was an unknown school of unknown reputation, and it was used primarily as a practice teaching school. So parents felt, correctly, that their kids were being taught by amateurs rather than trained professionals. And so, it was my proposal, which was contained in my doctorate, that we change that system and use the public schools for practice teaching where the situations were more typical, anyway. And to use the campus schools as schools for experimenting with educational curriculum, which could then be written up and transported into the DOE [department of education], with their assistance, of course. So that's how we turned those schools into the Hawai'i Curriculum Center, which later became called CRDG, Curriculum Research and Development Group.

MK: And in those days, when you were trying to transform the school, where did you do your principal lobbying for the school?

HE: In Downtown. It's no use lobbying on the university [University of Hawai'i] campus. I don't know if you want to get into this or not, but College of Education has always had an identity problem on the campus. It was a normal school when it was merged with the university. It's on the wrong side of University Avenue, and as a discipline it's suspect to liberal arts people, anyway, who really don't believe that teachers are made, they think they're born, and so they resent any implication that they, in turn, need some training for teaching. And so we have always found that we're a minority group on campus. Whether it's competition for buildings or for money or for recognition, the right to publish things, anything. So we've always looked off campus for our support, and of course, our primary area of support is in the public school sector where you have a large collection of people who are dedicated to this activity, most of whom are trained in your organization. They actually are your alumni association. And they, in turn with you, then can impact on legislators, who increasingly, as people became more educated and literate, began to favor education as the way from out from under the feudalistic economic society we had here during the Big Five days.

MK: So in those days, you bypassed the university administration and went straight to the territorial legislature . . .

HE: Yes.

MK: . . . to lobby for support?

HE: Right. If we tried to go through liberal arts, you'd never get there.

DT: I think you were visualizing it was a free country, number one.

HE: Right.

DT: Number two, I think you were unlike many people in the field of education, since this was a public school system, well, this inevitably involved politics.

HE: Yeah, it does, of course. And your support is going to come from voters, eventually. And the voters are the ones that are going to threaten these politicians with non-election if they don't support the schools. So you need to be involved with an organization like the Hawai'i Education Association, which was the union of teachers and principals, at that time. The University of Hawai'i had no union, they had no organization for professors, even. Nobody even lobbied for the university. The lobbying for the university salaries, for example, was done through HEA. We used to come down and serve HEA in one fashion or other, and persuade the people who controlled HEA, at that time, to put university salaries as an amendment to their salary bills. That's how university got their salaries in the old days.

DT: Yes. Even when I was on campus, I recall meeting you for the first time, down at 'Iolani Palace, territorial days, lobbying. HEA, of course, was active there with, I guess, James MacDonald at that time. But you also had sort of very effective task force groups which was something of a prerunner of the Democratic party platform. I think it was a fellow by the name of Stanley Miyamoto, who operated out of the Church of the Crossroads, was down there all of the time, and was talking all the time about taxes. Is that true?

HE: Yeah, Stanley was very enthused, a very prominent member of the Hawai'i Education Association. You know how the legislators always are, you go into ask them, [and legislators respond,] "Where we're going to get the money?" And so we decided, well, why don't we show them where they can get the money. And so we devoted a lot of time and effort into studying taxes and making proposals. The sort now, made by the tax foundation on the conservative side, or at that time, [Robert] Kamins, I guess from the university. And didn't Norman Meller get into that, too?

DT: Primarily Kamins on the tax, yes.

HE: More Kamins on the tax. Took all of the sort of thing that we were doing. But we were doing it as an effort toward the lobbying for support for education, primarily. And our push, mainly, was for more progressive taxation, not so much the other type. And I don't know how much success it was. At least we had an answer for the question, "Where you're going to get the money?" The other thing I did preach, in those days, which helped me lobby for the university was that they asked me to run for the teacher's seat, retirement system board. And I was elected to that board in 1956, interestingly, the same year I became dean. And I was reelected for four six-year terms there, and I served there also from '56 to '80.

MK: And that would be the employees retirement system for the state of Hawai'i?

HE: Yeah. And it may not seem to you an obvious threat, but that was—became a very influential force in the community because here was a source of capital for the development of Hawai'i that was not tied up by the banks. Now, remember, the banks were controlled by the Big Five, as was transportation, in the early days, so a person, literally, could not get capital to do anything unless there were part of that particular structure. Gradually, the retirement system became a source of capital, and gradually, as we gained control of that organiza—that board, we were then able to free up capital for development in the community through other sources than the banks.

The retirement system today is 3.7 billion dollars. Not million, billion dollars. That's the largest chunk of money in the state, and it generates surpluses that the state literally is living on today. The state receives 216 million dollars this year in surplus profits from the retirement system. And they're using that, then, for all the salary increases that you people are enjoying at the university, and the public school teachers. But the political impact of this was that we have something to offer now. So when I walked into the legislature to lobby for HEA or for the teachers college, people would look at me and say, "Oh, yeah, he's also on the retirement system board." And so it made a very interesting combination of effectiveness.

DT: I think you might want to spell this out a little bit more, because during your tenure that, when you mentioned all this capital being available, one of the big topics of yesterday, and even today, is housing. And this had a direct impact upon housing for, particularly, public employees, right?

HE: Yeah. Well, when I first got on that board, I discovered that it was controlled by the economic interests in Hawai'i of that day. And so the money was all being deposited in the two big banks at 3 percent interest—you can imagine the kind of money they were making on that—or was being invested in treasury bonds at 2-1/2 percent interest. It took 4 percent just to break even on the guarantees of the system, so we were constantly running back to the legislature, asking for deficit financing. It was at that time that the deal was struck, that the losses will be made up by the legislature and the gains would be turned over to them. And it turned out to be one of the worst deals you could possibly make in history. I think we received about 6 million in deficit financing and have now turned over to the state, in the last ten years, 700 million dollars.

DT: And all employees were able to get money guaranteed by the retirement system, and help them to get their mortgage money, right?

HE: Right. We soon realized if we're going to get increased benefits and salaries, you've got to make this system productive. And we don't have time on your tape to tell you how I did that, but we managed to make the system productive, and one of the things we tried to do, is to invest in employee housing by offering the mortgages. They didn't have to go to a bank now and get it. They can get it from us at a favorable discount rate. And we weren't worried about foreclosure because we knew they weren't going to have any, we have their paychecks, so we could afford all kinds of things. So let's say a third of the money is now invested in mortgages, local mortgages, members and business. And this is how we got all the small banks started around here because we put our money in those small banks to get 'em going and give competition to those two big banks.

DT: Okay, we'll pick this up about where we are with the next tape. (Chuckles)

END OF SIDE ONE

SIDE TWO

JC: The following is a continuation of the Hubert Everly interview. This is videotape number three.

MK: Okay, tape number three, with Dr. Hubert Everly. Okay, as we continue our interview, I want to ask a question about the HEA and its political clout. Back in the [19]40s and early [19]50s, was the HEA involved in giving endorsements to candidates?

HE: Yes, it was. And we had realized that, if we're going to be effective, we had to develop a network of friends in the legislature that we supported, and oppose our enemies. We felt that an organization who doesn't know who its friends are, isn't going to have any very long. And so we did recommend to our members in our publications, who to vote for. And we didn't try to prove it by saying so-and-so voted against this or that, because politicians, in those days, were as clever as they are now at concealing their votes on issues because many of the decisions are not made by vote, but are made by caucus discussions. But if you're lobbying actively, you know what's happening in these groups. Even though you may be outside of the room, you soon find out what happened inside the room, and so we would merely list who are people who would be supportive and who were not.

MK: And were those endorsements highly sought after?

HE: I felt that they were.

MK: And how did the HEA determine which candidates to support?

HE: Those who supported our bills, primarily salary bills or support of the schools. There usually were two big issues. One was salaries, and the other was teacher-pupil ratios, class size. Legislatures used to love to try to whipsaw us by saying, "Well, we'll give you this much salary increase if you agree to take another couple of children in your classrooms," throughout, which means you're not getting anything but reduced quality of education. So we had a constant battle over that kind of thing.

DT: I think you were concerned with buildings, too, for the schools?

HE: Yeah, yeah. And . . .

DT: Facilities.

HE: . . . school supplies. And then later, we were concerned about retirement system benefits. And since I was a teacher representative on that board, as well as its chairman, I was constantly in there lobbying for that, which had another effect on all employees, not just teachers, but the university, the police, firemen, blue collar, the whole works.

DT: Yes, actually, you found a broader area of service in the retirement system that you'd ever

had before because, earlier, you'd been concerned just with teachers, but now you had the concern of all the public employees, including the local governments.

HE: It's really an accident I got into it. I had no training for that sort of thing, you know, but it was soon apparent that we had to make it productive in order to make it powerful, in order to make it effective. I think what we didn't expect was, they would become so productive, that the state can now live off its surplus profits for unrelated issues. We're now, I don't know if you want to get into this or not, but, I'll just say briefly that we're now trying to organize retired government employees to impact the legislature to persuade them to use some of these so-called surplus profits for issues that relate to retirees, such as long-term care, and nursing home care, that type of thing. At present, the government is able to take those funds and use them for anything they want to, without restriction.

DT: Well after, after the war, you still had a Republican-dominated territorial legislature. You recall any of your particular experiences there in, say, the period of '46 to '54?

HE: Well, like I say, those were the Doc Hill days. Hebden Porteus was big in those days, and Roy Vitousek, and . . .

DT: Hiram Fong.

HE: Hiram Fong. This was strictly a Republican show. But the Republicans, I think, gradually, were not as rigid as they had been earlier about the dangers of over education. They gradually became, well, less all Haoles. They weren't all *Haole*s anymore, for one thing. And some of these legislators, even though they were Republicans and subscribed to a conservative form of government and taxation, still realized that they were where they were themselves, personally, because of education, and tended to be more favorable toward it. I think things got a little better in those days. The trouble was the *Haole* group was, they tend to send their children to the Mainland to school. They didn't send them to the University of Hawai'i. My own graduating class in '37 was 90 percent non-Caucasian. And because this was considered the higher education opportunity for the immigrant children, the managers' children all went to Stanford and other schools, and they still do, to some extent, unfortunately.

MK: You know, back in those days, was HEA a force in, say, in the selection of the superintendent of instruction or in the president of the university?

HE: No, I can't say they were. We felt the superintendents had to be friendly to the power structure. After all, you can't have a superintendent who's asking for more than the chamber of commerce is willing to be tapped for, and so they managed to control it, to some extent. And yet, I do believe that some people who served as superintendent in their own way did their best to foster the public schools, regardless of their political background.

DT: Actually, this was sort of a product of even national political backgrounds, wasn't it? Because you had an appointive board and an appointive governor in territorial days, so it was almost presidential politics who's determining who your superintendent of public instruction was to be.

HE: Yeah, and the individual board members tended to be political figures on the Republican side in that community. You mentioned Kona, Mrs. (Marjorie) Hind was of the Hinds, remember

the big families in Kona were the Greenwells and Hinds, right? Mrs. Hinds was a school board member from Kona, and so she felt the Kona schools were hers. And she would freely go out in the schools, and watch them, monitor what they should be doing, as Mrs. (E. E.) Black used to be on this island.

DT: Interestingly, I think, isn't it true, maybe you don't recall, that even though you had Democratic governors, most of the appointees to the school board were Republicans, right?

HE: Yeah, isn't that strange? I don't know how to account for that. But I know we did have some very good people who, while they may have been appointed by Republicans and served under their power structure, were, nonetheless, very dedicated toward education. There were just a lot of people who weren't particularly political about a party that were dedicated to education.

And you and I were talking before this interview began about Miles Carey as being an example of that. We all worship Miles Carey because he was, he was the principal of McKinley High School at a time when McKinley was THE big public school opportunity, just as the university gradually became in higher ed. And he wasn't afraid to talk about the value of education and the need for taxation. I remember hearing him lecture his McKinley students, "Don't let people tell you taxes are bad. Taxes are how we all do things together. Be in favor of higher taxes." You can imagine (laughs) how that went over in his day.

DT: Well, apparently it worked out very well with the children, because when they then became very influential, particularly after 1955, in the legislature, so perhaps he was an educator, really, speaking through these youngsters later on in the legislature. Is that a fair statement?

HE: Yes, it is. And the McKinley graduates of that day are all prominent in this day and age. This is why we're so proud of public education here because, when you look around your state for who's leading the state, they are public school graduates, primarily, not the private school graduates who got their big chance at Stanford. I don't know what they're doing, but they aren't running the state of Hawai'i.

MK: And so after, say, the new generation of local people got into power, say from 1954 on, . . .

HE: Yeah.

MK: . . . how did you find your lobbying efforts being received?

HE: Oh, much better, of course. There was a division, at one time, between Republicans and—when was that, Dan, that the house was Democratic, and the senate was Republican?

DT: Oh, that was, happened with the Bill Quinn administration.

HE: Bill Quinn, yeah.

DT: But the Democrats have had some problems with factionalism, you remember just before statehood.

HE: We used to whipsaw the two parties then, you know. We would run from one side to the

other. Say, "Well, this side's going to do this, what are you going to do?" It was great there when we had the—we got a lot of our gains and began to get our retirement system gains during that period, also, where they were competing with each other. But later on, when the Democrats were definitely in charge, well, remember now, I'm not a Democrat and never had been, but I must say that this was the party of the people of that day who had come up to public schools, primarily. And they knew the value, and they knew why they were there, and they wanted their children there for the same reason. And so it was really, it was a very happy time to be a lobbyist because I felt we achieved great things then.

MK: And that was a period when teacher salaries really rose.

HE: Yeah, but not only that, I think, we had control of our own schools now, and you get effective curriculum now. It used to be considered subversive to talk about social security in the public schools during the Republican days, if you can imagine such a thing. The core program, which was trying to attempt to influence the teaching of social studies and English by current events and how they relate to—that was a very hostile reception to that by the power structure.

MK: You know I was wondering, you mentioned earlier that you taught in Kona, and also that you taught at Kalākaua Intermediate School.

HE: Yeah.

MK: Did you, at those two places, have any contact with the Reineckes?

HE: Yes. John Reinecke was a teacher at Kalākaua when I was there. Not a very successful one, he had a problem with the discipline in his class, and so I always had people being sent to my office.

(Laughter)

HE: But I also had the FBI [Federal Bureau of Investigation] interview me one day there about his activities. All I could say was he wasn't doing anything wrong that I could see. They apparently suspected him of teaching communism to his social studies seventh graders, and I saw no evidence that he did.

MK: Did the HEA take any stand when, say, the Reineckes were having their problems?

HE: I'm afraid I'd have to ashamedly say we did not. He was not active in our organization, and so I guess we felt we didn't have to be, but I am not too proud of that era, and we should have, and we didn't.

MK: What were some of the feelings of educators towards the Reineckes?

HE: I think people who knew them as I did liked them and thought they were sincere, good people, and they were getting a bad rap to be labeled a communist, a threat to Hawai'i. The trouble was, in those days, communism and labor union activities were identified as the same kind of activity. And this is why you can be sure you have all kinds of tapes about that era, and how those people felt, and how they behaved. We, of course, were favorable to labor, we

were a labor union ourselves. But we are not close to that part of the labor movement. As a matter of fact, we later became competitors of them because of the AFL-CIO [American Federation of Labor and Congress of Industrial Organizations] effort to promote AFT [American Federation of Teachers] in the Islands and move them ahead. And they very nearly succeeded, too.

DT: Well, from '62 forward, after Jack Burns got elected, who was very much of a friend to education, I think your basic job sort of became simpler, became more a matter of keeping in touch with the politicians, did it not? At least until, at least for ten years thereafter, say, from '62 to '72 to '75?

HE: Yeah. Later on, the Democrats themselves began to become factionalized. And so then, you weren't dealing with two parties, you were dealing with two factions in one party as you do now, actually. I guess you have more than two factions now, but at that time, you tended to have two. You had the Burns faction, then you had the [Tom] Gill faction, let's say as one example. You had those. In the beginning, they were all liberals out to save the world, and now we got rid of the Big Five, now we really going to go places. But gradually, they began to have different recipes for doing this, and you had the more conservative Democrats, and you had the more liberal Democrats, and they began to fight among themselves, so you had to tiptoe among those mine fields in the legislature to make sure that you weren't going to get sandbagged by moving in the wrong direction by the wrong people.

DT: I don't know what your reactions would be to this. Maybe you've even heard me spin my own philosophies about it, but actually, the Democratic majorities from '62 to '72, in spite of some factionalism, the legislative majorities really gave tremendous sums to education, perhaps more so to the university, to a lesser extent, maybe K [kindergarten] through twelve. Do you think, as educators, they were very well prepared for this? Once they got the money, it seemed to me that they didn't really know how to convert dollars to genuine action. Am I dreaming this or . . .

HE: Are you talking about university now, or the public schools?

DT: Perhaps more about the university than the public schools, but perhaps both, too.

HE: Well, again, I see the university more from my own vantage point there. We wanted to start public television. It's kind of interesting that the public television is helping with this taping, and that was one of the benefits that we lobbied through, at that time, for the university, but for use in the public schools. Our effort, at that time, was to try to unify these two areas. They were really very separate. And the university was managed by regents who were also part of the power structure of the Big Five, at that time. And so, and yet was considered a school for the immigrant children, rather than their own children, kind of an odd thing that you would arrange it that way. But anyway, that's the way they did it. So we were reaching for ways to unify the lower education, as they called it, and higher education. And we thought educational television might be one of those ways. And I think it has had some effect that way, not as much as we had hoped. But whether the university wasted its money or could have spent it better, I really don't have an opinion about that because (DT chuckles) I was never really a party to any of that.

DT: (Chuckles) You were an administrator at the time.

HE: Well, the college of education got its money by direct lobbying. We didn't get our buildings. We have no buildings achieved through the university hierarchy. Our buildings were all achieved through local pork barrel by our own lobbying, sometimes in opposition to the rest of the university. I know it's a terrible thing to have to say, but it's a fact that, the present administration in the college is still puzzled about why they haven't had any new buildings since the [19]70s. Well, that's the reason. The university is never going to really help the college of education get new buildings. They're going to have to go out and get it on their own by community support in the legislature.

MK: Was that the usual case that, say, every college within the university system . . .

HE: No.

MK: . . . lobbied on their own?

HE: No, it wasn't permitted, as a matter of fact. You see, I had a reason for being there. I was there to help the HEA. I was there to help the retirement system. And if I should happen to talk about my own college while I'm there, well, who's to say me nay?

DT: There was a development, I think we would have to refer to, sort of that, admittedly, the college of education was often overlooked throughout the years. I wouldn't debate that with you. But about 1953, I believe, arts and science people, in particular, became (tape inaudible) as faculty members, and I believe they invited both the HEA and HGEA [Hawai'i Government Employees Association] to campus.

HE: Yeah, yeah, and UPW [United Public Workers].

DT: And UPW.

HE: And we came too.

DT: And that started something in motion that, well, in a sense, continues to this day.

HE: Yeah. I was talking to you about this before we began the taping. That was a historic meeting. It was a meeting, actually, of a [faculty] senate, wasn't it? But others were invited, too, other faculty were invited.

DT: Yeah, was sort of a rump meeting. It wasn't an official meeting, as I recall. It was at night in Bilger Hall.

HE: Was a night in Bilger Hall, right.

DT: And they all made . . .

HE: And James MacDonald of HEA, Charlie Kendall of HGEA, and Henry Epstein of UPW [United Public Workers] were each invited to make a pitch. They were trying to persuade the faculty they needed representation in the legislature. Because the only representation they had now was from the board of regents who, really, had no contact with the faculty, and no particular interest in them, that I could see. And I think the best presentation of the night was

that of Charlie Kendall, and so the political science, liberal arts crowd tended to go with him. (DT chuckles.) Nobody went over with Henry except the janitors and cafeteria workers. And the college of education went with the HEA and NEA [National Education Association].

DT: And there were a few that went to both.

HE: Yeah.

DT: Filling everything was needed. (Chuckles)

HE: And meanwhile, I had staked up for a position in the HEA. This is what we used for the university, and so I couldn't leave them. I like Charlie Kendall, and he's given me a lot of help over the years. But my first loyalty, of course, was to HEA.

DT: I want to refer to these gentlemen in particular and also get your reactions to some of the political leaders the many years that you fought hard for the cause of education in our legislature and throughout state government. We gotta change tapes, however. (Chuckles)

HE: Okay.

MK: Okay.

JC: The following is videotape number four, continuation of interview with Hubert Everly.

DT: Okay, this is tape four, and we're here with Dr. Hubert Everly. I wanted to get your reaction to these three public employee labor leaders, certainly back in the [19]50s and into the [19]60s, Charlie Kendall, James MacDonald, and Henry Epstein. You worked with them closely, I'm sure you saw them almost on a daily basis down at the palace ['Iolani Palace], at times.

HE: Yeah, I had admired and liked all three of them. And of the three, Henry Epstein is still around, believe it or not. He's now on the parole board. When he left UPW, he worked for HSTA [Hawai'i State Teachers Association] for a while. They were the big three in the area of public employment unions at that time. The police and firemen had representation also, but they're much smaller, and they tended to hold themselves aloof from these groups. I guess if anybody represented them, it would have been Charlie Kendall. The HGEA would be more representative of their groups.

They didn't get along well, those three gentlemen. (DT chuckles.) Because they were all lobbying against one another for a piece of the pie for salary increases for their members. Well, this was true in the [19]40s as well as the [19]50s. My connection with them had to do with, the three of them, had to do with the retirement system benefits. This was one subject that affected everyone the same, and it's the one subject they could all agree on even though they couldn't talk to each other, they could use me as an intermediary so that they were given all the information and then could prepare their testimony to impact the legislature, all singing the same tune. And it was during that time, that we made such dramatic gains in the retirement system.

As far as other issues were concerned, it wasn't until after collective bargaining, that HGEA

got into the educational field. Of course, Henry Epstein never did because of the nature of his group. But it nonetheless helped to have the friendship of these people and so that they weren't hostile and bitter toward you, for one reason or another, they were friendly, even though the issue wasn't particularly related to their own priorities. So I think it was very helpful to have had them. I had people used to tease me, at that time, because I am representing the university which had no organization. But I wasn't lobbying the legislature. I was lobbying the lobbyists. And I guess, to a certain extent, that was true. I had, obviously, something to offer HEA, and increasingly, I had something to offer UPW and HGEA. And they, in turn, could return the favor in a number of ways that made life more effective for me.

DT: I think maybe, as we talk about this lobbying for the university and, I think you put it very delicately, the misunderstandings, put it that way, between arts and science and the college of education, that in academic life, people took these things very seriously, did they not? In other words, arts and science, really, would have been very happy to have gotten rid of the college of education, and perhaps, even vice versa?

HE: Yeah.

DT: And so this was not a sort of a powderpuff derby when it came for dollars for the university. Is that not true?

HE: I'm afraid that is true. I don't like to slander my colleagues, but (DT chuckles) they really don't see the value of education as a profession because they believe that the primary need is subject matter training, and they believe that teachers could be prepared by maybe one course in their own department, and they would train the teachers themselves. And we don't think that works well at all. We think, probably, there's more poor teaching going on in the college of arts and sciences than most anyplace you could point your finger at. It's true that subject matter is important, and we've always said it was important also, but we think there is a profession to be prepared for, and a profession to be allied with and to be loyal to, that relate to the welfare of society. And so we intend to make that happen. We tend to spend a lot of time trying to control the profession, and control—we're very control-minded, again, because we feel we're outnumbered many times and have to exercise these controls to be effective. But I had many friends in the arts and sciences, and Dan Tuttle is one example of them. He was a member of that group.

DT: I was going to toss that in, but . . .

HE: And there was many more other people who became my friends, but as a political fact of life, we're talking now about campus politics, there's no question that the arts and sciences dominates the campus. They also dominate the other professional schools and tend to sneer at them. Not, perhaps, as much as they do at education, but I'm sure they sneer at business and any other profession you want to poke at. And that's their heartfelt belief, that the best-trained person is one who was trained in the liberal arts and the humanities, and all these other things are learned on the job or some way without a great deal of expenditure of time and money. So the professional schools really ought to all get together to—and sometimes do on some issues—to combat this majority view. And the combat that Dan is talking about here, is not that we snarl at each other. We'd all been good friends, but when it comes to competition for buildings, and money, and support, and students, and curriculum changes, and curriculum

control, and degrees they were going to be allowed to offer, you can imagine how much trouble I had getting a doctoral degree, permission to give a doctorate's degree in the college of education, with a graduate school controlled by the liberal arts people. Why, it took me a generation to get that established. We finally did it, and we haven't got time for me to tell you how we did it, but we did it by off-campus pressures, not by persuading the graduate school to permit it. So, this is a fact of life on campus.

DT: I'm inclined to chide you for that, but we won't go into that, as you say at the moment. (Chuckles) But to attest to the way people felt, both sides of the campus, I haven't seen anybody actually strike a blow, but I do know the people were ready to strike blows. They felt this argument that intensely.

HE: Yeah. Well, some of our colleagues at education all have thought that, well, if we'd only go across the street and make friends with them, you know, that they would support us and so on. But my experiences is that you can make friends with them over coffee, but when it comes to competition for money and control, power, it's not going to come. You've got to find your resources elsewhere which leads you, then, to become political, I guess is the word, off campus. You don't have to become a member of a party to do that. You can deal with the political forces that are there, the other unions, the other union leaders, you have the legislators who see this issue as something that's helpful to their own careers.

MK: Well, during your time as dean of the college of ed, say, '56 to '80, were there competing lobbyists that came out of arts and sciences?

HE: Yes, yes, yes, because in order to get buildings, I had to approach legislators and get them to use some of their local pork barrel allocations in order to get a building because I never could get a building through the university hierarchy and have them lobby for it. And so you would see the strange situations of the university lobbyist and the college of education lobbyist, me, outside at midnight, on the last day of the legislature, keeping an eye on things to make sure that your building money didn't get stolen and used for something else. And you had to be there physically or it would happen. Yes. Some people say that's still a problem for the college because they remember those days when we did it on our own, and they don't like the fact that we did that, and so we say, well, "You've always gotten your own stuff before, go do it now."

DT: I'm not sure they know how to do it now, Hugh, but (chuckles) perhaps I can change the pace here just a little bit because, certainly, one of the things, I think, which you'll be remembered for an awfully long time for will be for your service on the retirement system. I know over the years, you were the one who kept saying we've got to keep this above reproach, we have got to make these investments wisely, and you might want to go into, without mentioning names, I know which would be involved, but some of the battles that you fought within the retirement system.

HE: Well, I think it's an interesting subject, and no one has ever been on the system as long as I have and seen it grow. People tend to go on for one, at the most two terms, and I've had the opportunity of seeing it from its very rudimentary beginning to where it is today. And I think it's a very interesting story because it's one that's not recognized as being as significant as it really is, in the arena of politics. The first, I guess, the first primary decision was to make this system productive and not rely on the legislature to make up losses, but being willing to

take a chance on losses in order to make money, and then to use those profits to translate into more benefits, initially for a retirement system, but eventually, for a broader array of subjects.

Secondly, we soon learned that this kind of money was going to have an impact on the economic development of the state. Remember, now, my description earlier of the Big Five days when development was in their hands because they had control of capital. Now, here's a new source of capital, and we can help develop new small business. We can lend money to the Kobayashi Hotel, and we put a lot of money into the tourist industry. We started that refinery out in Campbell Industrial Park in order to have a guaranteed source of energy here other than Standard Oil. We put deposits into local banks so people had a chance to borrow money from other banks than those two big banks who, of course, are no longer dominated by the Big Five. Big Five is a relic of the past, now, but. And then when we made. . . . (Siren in background.) Wait till the siren goes by?

DT: Oh, go ahead.

HE: When we made the decisions to begin to invest more locally, this, eventually, got you into politics because now, every poli . . .

(Siren in background.)

HE: Okay. Finally, politicians began to discover this source of capital, and every politician has got a constituent who wants to start a business, and he can't get the money from the bank, so how about the retirement system. And so we found ourselves increasing an impact politically, now, by people of all political stripes, and didn't matter what party, looking for this kind of support. And some of it, particularly who were in the public sector representatives, saw this as a chance to do good for our community. You know, we were more interested than just getting benefits for our members, here's a chance to use capital to improve, open up our community to economic development for the common man, and so we did. All over the place. We took some losses, but we made a heck of a lot of gains. And we don't have time to go into them, but there are hundreds of local mortgages made to businesses here that resulted in new millionaires in Hawai'i as result of it. A big part of the tourist industry was developed and financed by the retirement system, not the banks. They thought it was a risky thing to get into. I remember home loans that we talked about, was an important factor. Of course, that was related to . . . (Siren in background.) Oh, I could tell you stories, but at any rate, the board is made up of seven people.

JC: Wait, hold on.

MK: Wait now.

DT: You better pick it up.

JC: Yeah.

DT: Toss it to him about the . . .

MK: Okay, maybe we can backtrack a little bit and find out how many trustees are on that board,

and how the trustees are selected or elected to serve.

HE: The board's made up of seven members. One ex-officio, the finance director or treasurer, depending on what title. The other six, three are appointed by the governor with the consent of the senate, one of three must be a banker. I suppose that's an archaic reference to the thought he might have some idea how to invest the money, which is ridiculous, of course. The other three are elected from the public sector, and two of those are to be representing general employees, including police and fireman, and one, an educator, including both lower and higher education. The HEA asked me to run for the educator's seat, and that's how I got on that board. Now of course, those who are appointed with the consent of the senate are under the political gun already, aren't they. And we had the scene of senators coming over to make presentations on behalf of their clients to the retirement system board in front of trustees, who may have had the power of appointment or nonappointment. Confirmation, I should say, or nonconfirmation. And we had elected representatives who saw a chance to either feather their own nest economically or politically, and were willing to trade favors for favors.

So it was a difficult situation to try to keep that thing on the up and up. And yet it had to be kept on the up and up if it was to be effective. Because once you start selling out, you no longer can insist on good performance, and you no longer can make the system truly productive, and you can no longer expect the public to support it, if it's full of corruption. And so that was considered, from my viewpoint, anyway, my main task, was to keep that thing productive and honest, against all temptations. It's not a question of having to go out and look for temptations. The temptations come knocking on your door. And I think we did a pretty good job, by and large, of keeping it that way. Certainly, it would not be as productive today if we didn't.

One of the main changes early on was to quit using local advisors on how to invest that money. If you were going to ask Big Five bank representatives on the board how to invest the money, they're going to tell you to put it in their bank at 3 percent. And so we, gradually, began to get Mainland advisors, hired, paid, to tell us what to invest in. And we increasingly put our assets on the Mainland so that nobody had access to them, because once you began to rely on local banks, they're political, too. As you know, you've got bankers in politics, either as officers or as lobbyists. And so we tried to keep as much of the control in our own hands and on the Mainland, and out of the local, political control so that we can say no to a local senator, "We're not going to put up money for the Kona airport. It's a bad idea. Even though you're a friend of mine, we're not going to do it," and still survive.

DT: And I think you had to, even before conflict-of-interest laws came into being, you sort of had to establish your own conflict-of-interest rules, didn't you?

HE: Well, I had—my own choice was not to invest in stocks and bonds. I was afraid that people would say, well, sure, you know all the things you're going to buy, and so you buy it first, and you make money. So I, instead, invested in real estate, which we were not allowed to invest in, and today, I'm 100 percent invested in real estate, and not sorry about it.

(Laughter)

DT: You also had to fend off, I think, from time to time, a little bits of, say, greed, among the

employee organizations themselves, for example, HGEA and . . .

HE: Well, it's tempting, you know. They're trying to get something through, and when one of the guys [is] chairman of the key committee who wants to get something out of the retirement system, their natural tendency is to go to you and try to get you to help them out, so, and finally, I told them, "Look, I'll say no for you. You don't have to say no to them. Tell them to come to me, and I'll tell them no." I don't want to talk bad about HGEA because I'm very strong for HGEA. I admire what that organization's done, but they wanted for us, for example, just to build their building for them at 888 Mililani Street. And we just felt that would be a conflict-of-interest for the retirement system to build the union in which they had two representatives, and so we refused to do it. Well, that was a terrific flak, you can imagine. But they got the money elsewhere, and it worked out fine. I'm sorry if I'm getting into this more than you want to get into. I know this is not part of politics, normally.

DT: No, it is politics.

HE: But it is politics.

DT: I've dragged you into it. I have a few more questions about key personalities, and I'm sure you may have some more, but we're going to have to change tapes. One more will probably do it.

HE: Okay. I just don't want to begin to accuse different . . . .

END OF SIDE TWO

TAPE NO. 17-30-1-89; SIDE ONE

JC: This is a continuation of the Hubert Everly interview. This is videotape number five, and the final tape of the interview.

DT: This is tape number five with Dr. Hubert Everly, and Dr. Everly, I have a small list of public figures, politicians, as you might expect, to get your reactions to them. One, of course, had a great deal to do with public education, Oren Long, who was governor under territorial status, and later became United States senator.

HE: Yeah, Oren Long has the record for the longest tenure in office as superintendent [of schools]. The superintendents tend to turn over very fast. Their average length of services is between two and three years. He was in for thirteen years. Nobody's come close to that record. And later was secretary of Hawai'i, then governor of Hawai'i, and then one of our first senators. He was in at a time when the Republicans were very much in control and had to be careful of what he did in terms of their priorities, and yet I felt he always was helpful to public education. He was very close to my father-in-law, Ben Wist, who was the first dean of the college of education, teacher's college, at that time. And so I had a chance to see quite a bit of him because of their friendship because I was part of that Wist family at that time. I always had very great high regard for him, and I have been raising the question recently that it's about time we see if we can't find his papers and records, and see what it is he had to say

and really believed, and so forth. He's enough of a public figure now, that he ought to be looked into.

DT: Jack Burns?

HE: Well, I didn't have much contact with Jack Burns directly. I was not a Democrat, and that made me suspect, as far as Jack Burns was concerned. We had a difficult time during one flare-up on the retirement system. We asked a couple of our members to retire because they had gotten involved in conflict of interest, and for some reason or other, we got into a conflict with the governor's office over that. And we managed to straighten it out eventually, but I would say my contacts with the Jack Burns' office were always at arm's length.

DT: Tom Gill? (Chuckles)

HE: Well, I never was close to Tom Gill until after he really got out of politics. He was the head of one faction, and we had to do business with him. He and Vince Esposito were close at one time, and they were in control of the house of representatives. And of course, I liked his liberalism, I tend to be more liberal myself. But I couldn't say I was part of his coterie because, again, I was not part of a party. But I think he's one of the most able men that Hawai'i has produced, and has probably been given the least credit for the contributions that he's made.

DT: Patsy Mink?

HE: Well, I like Patsy Mink very much, too. Same reasons. She's also in the same camp with Tom Gill folks, and she is, incidentally, starting a new publication called the *Public Reporter,* now. I'm glad to see Patsy. I was so pleased the way she took on the mayor when he tried to seize control of the council, and got those men impeached and replaced by true Democrats. Why the Democrats don't vote for her, I can't understand because she has done more for the party than most people they do elect. But she's a fighting gal, she's public-spirited, and I have great admiration for her.

DT: Well, she carried a torch for education in the U.S. House of Representatives pretty well, didn't she, for the NEA in particular.

HE: Oh, yes. And she helped us get federal funds, and she helped me get funding for the Hawai'i Curriculum Center, which is now called CRDG [Curriculum Research and Development Group] at the campus. That Hawai'i English Project, she got the money for the Hawai'i English Project, and we shared it with the DOE, and put that project into the public schools, and that improved our language skills because she was concerned, as we all are, about our national test scores that keep getting revealed.

DT: Bill Quinn?

HE: Never had too much contact with him.

DT: Samuel Wilder King?

HE: Well, knew who he was, and met him and so forth, but never at that level.

DT: I think you're illustrating a point here. A goodly number, particularly on the Republican side of the fence, they were very aloof from education as such. Is that a correct statement or . . .

HE: Yeah. And also, I wasn't working with the executive branch, I'm working with the legislative branch. That was the only chance. If you're going to get support, you got to get it through the legislative branch.

DT: Joe Farrington?

HE: Never even met him.

DT: Very aloof. Okay.

HE: Yeah.

DT: Well, this one may not be on the Republican side, Hiram Fong?

HE: Yeah, Hiram Fong, of course, was favorable to education because of his own personal background, in particular, the university. And he helped the university a lot. He got us that first library building when he was in the house of representatives. I think we gave him an honorary doctorate for it.

DT: Toshi Anzai?

HE: Well, a friend of education, and he's on Maui, and so I didn't see as much of him as some other people, but I had a lot of respect for him.

DT: I'm about—I think I have one more question for Dr. Everly, do you have any more?

MK: Well, I was wondering, who were the main legislators that you recall as being very important to you?

HE: I guess Vince Esposito was one, Dave McClung would be another. Not friendly, necessarily, now. Tom Gill, Doc Hill, Hebden Porteus. Saw a lot of him in the early days. You had to deal with both sides. David Trask, [Jr.] when he was a legislator. In the early days, we got along fine with him, it's only when he began to compete for control of teachers, that we had any differences of opinion. Those are some that come to mind offhand. Pat Saiki [the congresswoman and former state legislator] was another friend. Even though she was a Republican, she's a graduate of the teacher's college, so she's very friendly to education.

But remember now, my system was lobbying the lobbyists who had the power. I had no power, particularly, except, perhaps, they thought they saw it connected with the retirement system, that I wouldn't allow the retirement system to be used for political purposes. And so it wasn't really an effective use of it. It was primarily through serving the organizations represented by the chief lobbyists that I was able to get our own ideas and programs through.

MK: I know that you've sought elective office once in your life. Tell us about that experience.

HE: Oh. Well. The school board was nonpartisan, and I'm a nonpartisan, so I naively thought that

I had a chance to be elected, even though I didn't belong to any party. I think there were seven to be elected at large, and I finished thirteenth. So that taught me that I did not have name recognition or much political skill toward getting elected, and I happily turned my hand to other things.

MK: Why did you decide to run?

HE: Well, I had just gotten out of the college, and I was looking, casting about for something to do. I didn't really want to retire, I was forced to retire because I reached sixty-five. At that time, they had such a requirement at the university, and I could not continue on the retirement board because you had to be an active member. So I was forcibly separated from my entire life's activity in one fell swoop. And then my wife died soon afterwards, so I lost that as well, after forty-three years of marriage. So I was, oh, casting about, well, what can I do that's worthwhile, and I saw this, and thought, oh, well, I just throw my hat in and see what happens.

MK: How did you find campaigning and being part of it?

HE: I went to all the meetings. I never missed a single meeting opportunity, and I noticed that everybody who went to those meetings failed the election. Those who were elected never attended a single meeting. They used the party structure to campaign, and that was a way to get elected, even in a nonpartisan election.

MK: Who were those that got elected that particular year?

HE: Well, see if I can remember their names. Chuck Norwood didn't make it that year. He made it the following election, but he got more votes than I did. And most of the others were incumbents who were party regulars and had been there a long while and were returned to office. So it was my own fault for not campaigning more vigorously and going to meetings and speaking to people; and putting ads in the newspaper and appearing on TV were not enough. Even then, you had to be tied into a political party if you wanted to get elected, and I think that's—I know better than that and should have known then (chuckles) to believe that the school board elections are in any way nonpartisan. They're not nonpartisan. They're very partisan.

DT: You weren't deluged with money either? (Chuckles)

HE: No, I put in $5,000 of my own money, and . . .

DT: That's about all you got.

HE: . . . that's about all I got. It was an experience, and I thought it was interesting, and I'm glad I did it. But there are many other ways to be active, and I'm now active in trying to organize retired educators. I'm active in the Hawai'i State Retired Teachers Association, Hawai'i Education Association. I'm busy with the coalition of government employee retirees, lobbying the legislature for benefits, and I'm president of University Alumni Founders Association, and active in the new alumni association, so there are a number of things you can do. You don't have to look for things to do. For retired people, the opportunities are all over the place.

DT: I have this one question, and you, you can take the fifth amendment if you want to on it, but it's always dangerous for a person in your role as an educator to participate, as you did, over so many years, in politics. You didn't have any great number of critics, but the one criticism that, I think, persists over the years was that somehow, you had a favorite in position because you'd married a girl who was a daughter of (HE chuckles) a college of education dean, and that this led to all of these things.

HE: Yeah, the crown prince, huh.

DT: Right. That's the—I don't think you're unaware of that (chuckles) at this stage.

HE: Well, it's true that his daughter had a lot to do with my staying in Hawai'i. I had met her at the summer school session in 1933 in Volcano. And eventually, we were married in 1937, and we lived together for—and taught together for forty-three years. But Ben Wist died in 1949, and Bruce White became dean of the college at that time. And I didn't become dean until 1956, seven years after Wist was in the grave, so I think I can say with assurance that Wist had nothing to do with my becoming dean of the college. But, that's all right. As far as whether the kind of activity I engaged in hurt me at the university or helped, I don't know whether it did or not. I certainly had long tenure. I wasn't fired, there was an attempt to get rid of me in 1965, but that was related more to my political activities than it was anything I did at the university. And I survived that so I think, by and large, this approach toward working for education seemed to work all right without great harm.

DT: And of course, it did not lead to the presidency as it could have done. I'm speaking of the university, now.

HE: Yeah, I was candidate for president once, and I should have known better there, too. The president is going to have to be somebody usually from the arts and science disciplines because you're not going to have support of the faculty, for one thing, for that. And it was hopeless, really, to expect to become president out of one of the professional schools, particularly education. So the same problems I had getting the university to support my college, I had getting some support for my candidacy, and I should have known better. But I don't feel bitter about that. I think they've chosen good presidents, and you don't have to be president to accomplish things.

DT: But you're also recognized, too, I think, that university presidencies are also political when it comes to public education.

HE: Yeah, and they also turn over very fast.

(Laughter)

HE: I was able to be a dean for twenty-four years. If I'd been president, I'd been fired in five years, and I don't know where I'd be now. So it all worked out for the best.

DT: I believe we've taken enough of your time of day, Dr. Everly, and we thank you for being with us.

HE: I enjoyed it.

MK: Thank you very much.

HE: I enjoyed getting a chance to meet you.

END OF INTERVIEW

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